DOCUMENT RESUME

ED 088 989 CE 000 234

| | |
|---|---|
| TITLE | Interdisciplinary Symposium on Life-Long Education (UNESCO House, Paris, September 25-October 2, 1972). |
| INSTITUTION | United Nations Educational, Scientific, and Cultural Organization, Paris (France). |
| REPORT NO | ED-72-CONF-1-15 |
| PUB DATE | 27 Apr 73 |
| NOTE | 22p. |
| AVAILABLE FROM | UNESCO, 7, place de Fontenoy, 75700 Paris, France (free) |
| EDRS PRICE | MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE |
| DESCRIPTORS | *Continuous Learning; *Educational Development; *Interdisciplinary Approach; International Organizations; Symposia |

ABSTRACT

The Symposium was conducted to study the problems raised in various countries by the evolution of their educational systems in the direction of life-long education. Twelve specialists prepared short papers describing the evolution of educational systems in which they had been influential. Among the considerations reviewed are: the concept of life-long education; the characteristics of life-long education in relation to traditional education; policies for life-long education; structures, obstacles, and innovating forces; organization, and suggestions for future research. Appendixes list the participants in and observers of the symposium and present a statement by the assistant director-general for education. (AG)

ED 088989

Distribution: limited

ED-72/CONF.1/15
PARIS, 27 April 1973
Translated from the French

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

# INTERDISCIPLINARY SYMPOSIUM ON LIFE-LONG EDUCATION

(Unesco House, Paris, 25 September - 2 October 1972)

## REPORT

Contents


| | | Page |
|---|---|---|
| I. | Introduction | 2 |
| II. | The concept of life-long education | 2 |
| III. | Policies for life-long education | 6 |
| IV. | Structures, obstacles and innovating forces | 7 |
| V. | Organizational aspects of life-long education | 10 |
| VI. | Some suggestions for further research | 14 |
| | Annex 1 Approved Programme and Budget for 1971-1972: para.1084 | |
| | Annex 2 List of participants and observers | |
| | Annex 3 Statement by the Assistant Director-General for Education | |


"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY Gilles Souriau, Dr.Of Publn. UNESCO TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

AC 004499
CE 000 214

## I. INTRODUCTION

1. An Interdisciplinary Symposium on Life-Long Education was held at Unesco Headquarters in Paris from 25 September to 2 October 1972, in accordance with resolution 1.122 adopted by the General Conference of Unesco at its sixteenth session and with the Work Plan relating to life-long education in the Approved Programme and Budget for 1971-1972 (document 16 C/5 Approved, paragraph 1084) (see Annex I).

2. The task of the Symposium was to study the problems raised in various countries by the evolution of their educational systems in the direction of life-long education. It therefore seemed advisable that the Symposium should take the form of an exchange of views on a few specific and significant experiments.

3. The Symposium was attended by twelve specialists who, in various ways and adopting different approaches have promoted the evolution of educational systems in the direction of life-long education by their studies and activities. Each of them was asked to prepare a short document recounting the experiment for which he had been responsible or in which he had played a direct part and showing its general significance. The contributions received were circulated as Symposium documents. There were also two working documents prepared by the Secretariat, the first clarifying the nature and aim of the Symposium in the light of overall consideration of the concept of life-long education, and the second bringing out the main ideas to be found in the various papers submitted by the participants.

4. In addition to the main participants, representatives of the International Labour Organisation, the Council of Europe and the Organization for Economic Co-operation and Development attended the Symposium, as well as observers from several international non-governmental organizations (see Annex II).

5. At the opening meeting, Mr. Amadou-Mahtar M'Bow, Assistant Director-General for Education, made a statement outlining the significance of the Symposium in the overall context of the evolution of educational systems today in the direction of life-long education (see Annex III).

6. The following officers were elected by the participants:

| | |
|---|---|
| Chairman: | Mr. I. Colovic |
| Vice-Chairmen: | Mrs. I. Udjus |
| | Mr. D. Mbunda |
| Rapporteur: | Professor E.A.O.G. Wedell |

## II. THE CONCEPT OF LIFE-LONG EDUCATION

7. The concept of life-long education has engaged the attention of educational policy-makers and planners in recent years. The reasons for this growing recognition of the need for a more extensive and at the same time more integrative approach to the educational process are many and various. As a result of the successful efforts made in most countries since the end of the Second World War to increase the number of those gaining access to the formal educational system, more of those who emerge from the school system want a continuing education. At the same time, the accelerating rate at which new knowledge is appearing in

numerous fields has increased the demand for an education which will bring up to date the specialized knowledge originally acquired. Owing to the expansion in the coverage of the mass media, large numbers of people in many countries are informed about life and about opportunities offered beyond their immediate surroundings. In this way, the media have stimulated occupational, social and geographical mobility and have created a demand for the education necessary to achieve it. We do not propose to explore in depth the causes of the development of thinking about life-long education. The report of the International Commission on the Development of Education discusses them in considerable detail and on the basis of much more extensive evidence than it was possible to assemble for the Symposium.

8. Life-long education is to be seen against the background of an overall re-shaping of educational systems corresponding to new demands and objectives of a socio-economic, political or cultural nature. Although life-long education is an idea which is valid for every country in the world today, its import is, of course, not the same for every country, since it is necessarily affected by specific values in each of the countries or even social environments in which it is applied. It must be conceded that there should be a variety of specific forms of a life-long education policy, rather than a single standard form. The need for research to establish a typology of life-long education and to identify its common features is therefore approved.

9. The re-shaping of the educational process in relation to life-long education implies the formulation of new educational policies which will tie in with the overall objectives of the development of society. These policies cannot be evolved by Ministries of Education alone, nor can co-operation between various ministries produce a satisfactory solution. A new educational policy reflects the living culture and the motivations of all those who are or may be involved in educational experiments. This being so, children, young people and adults, students and workers, as well as workers following courses of study, contribute to the definition of educational policies by stating their needs, explaining their motivations or expressing their disapproval regarding education and the school system.

10. The Symposium's aim was to analyse some of the educational experiments, whether formal or not, that have been undertaken. There was also a methodological side to the Symposium, since the analysis of experiments has implications for educational policies in that it draws attention to the need for planning and organizing educational structures that are flexible and closely related to the actual conditions in which they are to operate.

11. The consideration of life-long education, which was based on analysis of the actual experiments described by the participants, led to discussion of the problems posed by colonial domination, class structures and underdevelopment as related to educational structures. It was pointed out that the latter were opposed to change and that the transformation of social, economic and political conditions had not always brought about changes in education. The adoption of new political objectives had not always caused the principles underlying the educational system to be called in question. The national independence of certain countries and control over their economy were the factors that had led to changes in education. These changes had frequently been contradictory, however, and the actual circumstances that obtained in economic underdevelopment had led to the adoption of makeshift solutions which allowed existing educational systems to remain as they were.

12. It also became clear that education can use national cultural traditions in an ambivalent way. In ex-colonial countries, the native cultural tradition can contribute to the emergence of a national identity in opposition to the cultural models imposed from outside both now and in the past. In the very same countries, however, tradition can impede change and can be used to support social and educational conservatism. Thus it was seen that tradition, in certain countries such as India and Tanzania, is an important source of ideas about life-long education; yet the same countries need innovation in order to cope with the educational problems posed by their development.

13. In every country, whether its economy is predominantly agricultural or industrial, the participation of the people in defining education's objectives and in the planning of education raises the problem of using the various cultures and sub-cultures in the educational process. The culture of young people, the culture of workers and peasant culture, which is frequently unknown to or rejected by institutionalized education, assumes fundamental importance in a process of life-long education. From this springs the need for anthropological research, in which planners and administrators, teachers and taught, young people and adults must all play their part. Some examples of a "counter-school", such as are found in the French-speaking part of Canada, are evidence of the efforts made by ordinary people to have an education which does not conflict with the culture which has been theirs hitherto. On the other hand, particularly in industrialized countries, traditional culture (or rather the conservative use of it by the educational system) can become a brake on development and innovation in education.

14. It is now agreed that life-long education is first and foremost a new approach to education and only secondarily a new way of organizing this process. For it is not merely a matter of altering the organization, institutions and methods of education but primarily of stressing the importance of an attitude marked by the desire to learn, defining the nature of the needs that arise in this field and discovering the motivations leading towards this choice.

15. In this connexion, we should take account of the aspirations which make a person:

(1) develop his potentialities to the full through creative and expressive activities, both in his everyday life and in his working, social and political life, as well as at the intellectual or artistic level;

(2) become more deeply aware of his own personality by bringing together the knowledge and skills he has acquired so that they form a viable whole.

The acceptance of these ideas as the philosophical basis of life-long education leads to the recommendation of an education based on inspiration rather than instruction and on disquietude rather than on satisfaction. This means that the most important thing is knowing how to ask questions and, in the time-honoured phrase, "learning to learn".

16. As agreement was reached on these general ideas, an attempt was made to define the notion of life-long education. It has two dimensions, the vertical dimension, which is the extension of education throughout life, and the horizontal dimension, embracing the whole range of human activities from individual leisure time via family life and work to the citizen's rôle in the political process. It was difficult to formulate a concise definition, which might be too broad for the meaning to be clear. However, agreement was reached on the following table,

submitted by one of the participants, which brings out the differences between "traditional" (and limited) education and life-long (and comprehensive) education.

17. Some characteristics of education seen in relation to life-long education

| EDUCATION UNDER PRESENT SYSTEMS | LIFE-LONG EDUCATION |
|---|---|
| 1. Limited to one period of life (childhood and youth) | 1. Covers the whole of life |
| 2. Abstract in nature: concentrates on the acquisition of knowledge. | 2. Is concerned with an actual person in the fullness and totality of his dimensions and in all his aspects - intellectual, emotional, aesthetic, vocational, political, (or physical). |
| 3. Separates and isolates the different parts of educational activity: technical and general, formal and informal, school and out-of-school, culture and education, etc. | 3. Attempts to unify and integrate the different parts of education, taking an overall, organic view of the development of the personality. |
| 4. Implies a rigid and logical view of knowledge (teaching is seen as a series of revelations, the aim of which is to build up a stock of already formulated data). | 4. Is based on a dialectical view of knowledge, reason and the personality, and stresses the process of becoming; reconciles the individual with time, and acts so that education is carried out through exploration. |
| 5. Stresses possession (imposing its rules and external domination). | 5 Stresses being, which develops according to its own laws and in conformity with the specific nature and originality of every individual (autonomy). |
| 6. Is the means by which a cultural heritage is handed on. | 6. Is the means of development (education as the process of the individual's continuing self-development). |
| 7. An instrument of selection. | 7. Opposed to all premature and final selection, which it considers wasteful and harmful; tries to use and activate all the resources of a person in the various stages of his development. |
| 8. Limits education to arbitrarily compartmented fields and sectors, generally corresponding to the activity of specialized institutions (schools, universities, technical institutes, etc.) | 8. Extends education to whatever the individual does in the various circumstances and situations of his life (couple, family, work, church, political party, trade union, clubs, etc.). |

| | |
|---|---|
| 9. Establishes hierarchies in training and educational media (books, lectures, school and university patterns). | 9. The only principle observed in making choices is the adaptation of available media to the circumstances and abilities of individuals and societies. |
| 10. Provided by one section of society - by teachers. | 10. Provided by the whole of society in different contexts and at different times. |

III. POLICIES FOR LIFE-LONG EDUCATION

18. If we wish to work out a life-long education policy we must make a very thorough analysis of the educational system in the light of individual needs and of the economic, social and cultural conditions of modern society. We must also be prepared to redistribute the resources available for education.

19. Analysis of the individual needs which can be met by life-long education leads one, in the first place, to stress the fact that, in the modern world, human beings are no longer "finished" at the conclusion of that part of their education in which they acquire the social and individual skills they need in order to become part of the society in which they have to live and the basic skills they need in order to survive in either the traditional or the modern sector of the economy. On the contrary, modern man is in a permanent state of becoming which requires that he should always have opportunities for self development.

20. Some aspects of this development are directly connected with his contribution to the life of his community. The growing need to participate in decision-making at local and national level is itself a product of the rapid expansion of education.

21. Similarly, life-long education should foster the growth of a critical consciousness among those being taught which will lead them to understand the world and examine it critically, and will give them a co-operative and creative attitude which is the foundation for a genuine community of mankind. Life-long education should thus enable those being taught to get away from the hostile attitude to education often associated with the traditional school system and to think of education as a natural and enjoyable activity leading to the full development of the personality.

22. Finally, life-long education should be a liberating education as opposed to those forms of education which produce a submissive attitude. Freedom through education should be understood not only as freedom from poverty but as an effort to attain the conscious and complete development of the person. In political terms, it is not merely a question of enabling certain nations or social groups to free themselves from the oppression of others. Life-long education is at one with the humanist view of education, which means that our rôles are continually called in question and our important choices are made freely and with clear understanding.

23. It follows that there can be no life-long education until society has become involved to the fullest possible extent. The general public must help to prepare some of the syllabuses. This is not merely part of the educational process itself - it is also the fundamental means of ensuring that life-long education takes account of the actual life and objectives of the community. It means taking

decisions of a political nature which concern not only the educational system but the social system in its entirety. Power, therefore, is transferred: the power lost by the élite is gained by the community - an idea that calls for trust in the creative ability of ordinary people.

24. In order to formulate a life-long education policy, one must arrive at a realistic understanding of the options open to society as a whole in its attempt to meet the needs. This matching of options with needs is the most important factor in the formulation of a practical strategy for the development of life-long education. The absence of such matching characterizes a good deal of discussion on educational policies in general and of life-long education in particular.

25. Furthermore, at a time when the cost of education is in many countries rising more quickly than the GNP and when educational expenditure is tending to describe an exponential curve upwards, it is important, in formulating strategies for life-long education, to take account of the economic constraints within which every public educational system has to work, while constantly bearing in mind the needs of the individual. We offer no ready-made solutions, nor do we claim that a strategy for life-long education can be pursued on a static educational budget, but we believe that an energetic drive for greater efficiency in the use of the educational facilities available in most countries would free substantial resources that could be used at points and in ways which would yield a higher return. At the same time, particular consideration should be given to activities for those not in employment - young children, women, retired persons, etc. - even if they are not, or are no longer, productive on the labour market.

26. The development of a strategy for life-long education should include a careful analysis of the input/output relationship of different sectors of the existing educational system. This would undoubtedly disclose possibilities for the redeployment of educational expenditure, both capital and recurrent, in such a way as to provide a better return.

27. The political objectives of each government play an important part in determining, for good or ill, exactly how life-long education will develop. It seems, however, that despite the differences between socio-economic systems, the demands that arise in our present situation are leading us to understand educational needs and possible ways of meeting them in very similar ways.

## IV. STRUCTURES, OBSTACLES AND INNOVATING FORCES

28. Life-long education affects all sectors of a country's life, and the representatives of most sectors feel they have a right to hold and express opinions about the educational system. The bodies which influence the preparation of educational policy in various ways can be divided into four groups.

### (a) Political bodies

#### Central government

Obviously, most departments of the central government may be concerned with life-long education - the ministries or departments responsible for the following: Education, Finance, Labour, Health, Social Affairs (and community development), Culture, Youth, Sport, Agriculture, Commerce and Industry, Transport, and Public Works.

Regional and local authorities

Political parties

(b) The economic sector

Trade Unions; Industry and Commerce (through employers' associations and trade associations); professional bodies (doctors, lawyers, accountants, architects); co-operative movements; managers (where they are not represented in one of the other categories).

(c) Various groups

Religious and humanitarian groups; women's organizations; citizens' and consumers' associations; political parties.

(d) Educational pressure groups

Teachers' associations and unions; parents' associations; school governing bodies and representative councils.

29. The ability of a country to work out a practical life-long education policy will depend on the ability of these bodies to respond to changing needs. It is not something that can be taken for granted. The maintenance of time-honoured patterns and their linear expansion is a good deal easier than the imaginative pursuit of innovation. It is very likely that those who play a determining part in the hierarchical structures with which we are concerned are products of the educational system as it is and regard it as adequate. The training of administrators, whether in the public or in the voluntary sector, rarely includes training in the attitudes and techniques of projection as applied to the determination of policy and the adaptation of structures. Thus the groups we have mentioned are likely to be willing to advocate change in each other's procedures, but not to recognize the need for change in themselves.

30. A realistic assessment of the structural obstacles which make the development of a strategy for life-long education difficult should not prevent us from pointing out as well the many growing points of life-long education which already exist, often outside the areas officially designated as educational. The extensive growth of industrial education and training is one example, and the substantial agricultural and health programmes in developing countries are another. Such schemes often cover very large sectors of the population, are endowed with substantial funds and can call upon the services of a very large number of educators. These activities do not figure in national or international educational statistics, however, and there is scarcely any communication between them and the official education sector. None the less, many of their educational methods and techniques are well up to the best practice found in the formal systems.

31. Similar growing points exist in the voluntary sector. The increasing ability of extremely varied groups to organize movements of all kinds, including participation and protest movements, has attracted much public attention in recent years. The work of such groups often includes a large educational element, usually of a highly task-oriented type. Like the definitely vocational programmes outlined in the previous paragraph, most of these activities take place outside the sphere of action of the Ministries of Education and are consequently frequently omitted from inventories of national educational resources. One of the important

questions is how far it is possible or desirable to seek to impose formal co-ordination structures on this extremely wide range of activities. Besides the obstacles inherent in the system which we have just mentioned, certain socio-dynamic factors have to be taken into account. It is significant that most of the activities cited flourish precisely because of their relative autonomy. Those in charge of activities relying heavily on voluntary effort value their freedom of action and are suspicious of any attempt at co-ordination. The lack of co-ordination frequently leads, of course, to diminished effectiveness, but it is possible that seeking to impose such co-ordination would stifle the initiative of the rank and file. Co-operation between public bodies and rank and file initiative should be planned for, provided that this does not mean the integration into State structures of everything which is developing in the direction of autonomy. Any effective life-long education strategy must take account of these factors, of the people to whom it will be applied and whose participation it will need, and of that prime element - individual or collective initiative - which is the very essence of life-long education.

32. As well as the resistance to innovation which comes from the very organization of education, a number of factors making for rigidity, which are linked to the nature of educational systems in most countries, must be taken into account. One of these is the fact that school buildings are supposed to last a certain time, 50 years at least in most cases. In 50 years, however, educational needs change, and the result is that school buildings are rarely suited to the activities going on in them, that they limit the effectiveness of such activities and that they consequently curb the development of education.

33. Educators themselves may, in certain cases, be an inelastic element in educational policy. Indeed, the need for the application of life-long education to educators themselves is now coming to be recognized more and more readily. Any step taken to formulate an educational strategy must be based on the co-operation of teachers. Since a teacher's working life lasts nearly forty years, preparations for the life-long education of tomorrow should be made now in teacher-training institutions. Changes in the objectives and methods of teacher training are already being made in many countries. Teachers' unions are showing an ever-increasing interest in educational innovation planned in relation to the overall development of society, and are voicing reservations about educational action in which the teacher's contribution to educational renewal appears to be overlooked. Teachers should not necessarily be considered as the subject of educational innovation; they may be the active agents of innovation, as experiments have already shown.

34. Examination systems are an obstacle to the development of life-long education. The very academic nature of most examinations at the higher educational level tends to affect the whole school system and to prevent the development of anthropocentric and creative types of education for the youngest children. Academic examinations also exert an indirect influence on forms of education other than school education. Since in most countries it is the formal system that leads to the top of the academic ladder (and consequently to the best jobs), most alternative forms of education which are based on more practical modes of learning are forced to conform to the academic pattern in order to ensure that their pupils could enter the formal system at a later stage. This often distorts the educational objectives of more practical courses.

35. There are, on the other hand, a number of factors which tend to strengthen the influence of the forces of innovation. The first of these is certainly the overall political transformation of a country. In Algeria, Cuba, Peru and Tanzania, the advent of a new popular government stemming from the national liberation movement has given priority to a development pattern which calls for a mobilization and an increase of human resources on such a scale that the educational system has been unable to cope with them. This has produced an extremely powerful pressure for the restoration to many structures and agents of their original educational functions and for basic education to have as its principal aim "learning to learn". In many industrialized countries where, because of industrialization, institutionalized educational activities reflect a balance of forces between already obsolete social groups, there are two kinds of innovatory forces.

36. The first kind consists of those forces of innovation that are linked to the process of adaptation and to socio-economic changes. These forces can be seen in sectors such as:

(a) the financial, commercial and industrial world (i) which criticizes the inefficiency of educational institutions (need for change in the content and in the organization of time spent at school) and its harmful effects on productivity; and (ii) which exerts pressure to limit the rate of increase in educational investment;

(b) the new institutions offering forms of parallel education, some of which are purely educational, while others, like the information media, have more varied functions. As they have not had to conform to traditional standards, they have developed more rapidly, and their existence now exerts an influence on the traditional system.

37. The second category consists of democratic forces and aspirations which are themselves factors in political and social transformation - in particular, the needs expressed by certain social groups such as those living in underprivileged urban areas and rural districts who wish either to have access to educational resources which will enable them to control their environment, or to exercise direct control over the educational resources and institutions in their area. These groups thus make it vital not only for educational efforts to be more functional but also for such efforts to be re-directed so as to take account of their needs and immediate interests. The parallel activities of the counter-school which stems from this are a major factor in the transformation of the educational system through the dialectic established with the latter.

## V. ORGANIZATIONAL ASPECTS OF LIFE-LONG EDUCATION

38. Some of the political, administrative, social and educational structures which help or hinder the development of life-long education were examined in the previous section. We shall now consider briefly the way in which life-long education systems can be organized. What conditions must be met, on the organizational level, if we are to establish life-long education structures which are both broad and flexible? The educational systems planned for life-long education must be built up in a pluralist and organic way. They must include all the varieties of education which society needs, according to various circumstances arising from the age and situation of those being educated. All this must also fit into a structured whole embracing all educational activities. The functioning of these

systems must be flexible and fluid, so that those being educated have great freedom of movement among the various structures of the whole educational system. There must always be a structure available to anyone who has had to abandon another structure.

39. There are many agencies already used for life-long education or which could be used in the future. The list given below is not exhaustive; it is merely intended to indicate to what kind of institutions, agencies and means recourse could be had:

schools
remote teaching
training courses taken during employment (in administration or industry)
study groups
popularization services
cultural institutions
libraries
theatre music, dancing
cinemas
museums
zoos
sports
games
place of work
vocational associations
family
community groups and organizations
meetings of those living in a particular district or town, etc.
social occasions
clubs and associations
religious institutions
religious festivals
political meetings
radio
television
newspapers and magazines
traditional and modern teaching aids
travel
places of amusement
markets and fairs

40. Every country which prepares a life-long education strategy and wishes to establish rational structures will have to draw up a list of the agencies which it considers relevant. This list will then be matched with an inventory of activities to be included in its life-long education programmes. It is difficult to draw up such an inventory except in the context of a particular country, and we shall make no attempt to do so. Comparison between the two lists reveals whether the existing agencies are quantitatively adequate for the provision of life-long education or whether new agencies need to be created, of the same type as the existing ones or of a different type.

41. Life-long education should mean that education will be freed from the educational "enclaves" in which it has so far been enclosed and that all the educational potential of the community will be made available to it. The mass media are to be considered as a means of social communication and are thus educational media par excellence since, through their direct and indirect action,

they are always shaping patterns of behaviour. Manifestly, therefore, it is a matter of urgency that we should demythologize the use to which these media are put and give the community a large measure of responsibility for the planning, production and broadcasting of messages. Circuits must be established so that there can be a flow from the general public to the media and then back to the general public - a constant process of re-elaborating and decoding messages and elucidating the problems they raise.

42. One essential for the development of life-long education is the extension of the concept of "educator" to many members of the community who do not belong to the teaching profession. The concept of life-long education must imply that the members of a community have a full understanding of the fact that each of us can be both teacher and pupil. This ideal - that we should all participate in our own education and in that of other people, constantly, and not necessarily within the rigid confines of the school system - calls for a number of permanent activities designed to train all members of the community for their tasks as educators e.g. parent education, encouragement of worker-teachers, etc. More generally speaking, it is important both to determine the characteristics required in a new kind of educator who will make it possible for the community to participate fully in educational work and to train such educators.

43. The principle that every person should be both teacher and pupil was accepted by everyone. Its implementation, however, means that we need a new kind of educator and not merely that educators should receive a new kind of training. The origins and the cultural experience of educators can bridge the gap between teachers and taught. The educational community does not reject the teaching profession. On the contrary, the tertiary sector is developing, and will continue to do so, in both industrialized countries and those that are becoming industrialized, and teachers will be the most important category, quantitatively speaking, in this sector. This profession may be thought of as an opportunity for rising in the social scale, getting teachers away from their original background if they come from the working class, or strengthening the prejudices of a middle class background in the case of teachers from the middle classes. On the other hand, if teachers rise in the social scale, this can be seen as a means for the collective advancement of the under-privileged social strata. We can learn much from what has been done - e.g. workers who have become teachers are introducing the cultural values of their social background into the school and into their training. These are the teachers who can develop continuity in education which will deny the validity of the separation between teachers and taught, a separation which does not necessarily have its roots in the actual function of teaching. The circular relation between teacher and taught has its source in the social and cultural context of educational experience rather than in educational methods and techniques which, in themselves, are powerless to overthrow barriers whose origin is social and economic.

44. Educators of this new kind must not be confined to life-long education activities that are marginal to the educational system. The whole teaching profession must support the policy which its members are striving to apply and to promote. If life-long education is thus to become a common concern, we must take a wider view of teacher training. We feel that the main aim in the initial training period should be to see that future teachers really grasp the socio-cultural principles of life-long education. Educators should later be given the chance to complete this initial training themselves, and they should be assisted in this by being offered systematic opportunities for in-service training.

45. If the whole community is to take part in the educational process, men and women from all walks of life must be able to acquire knowledge about education. The link between training and work should be emphasized, but from the point of view of activity at the place of work, and of training which will give the workers a chance to use their ability to develop their personalities through work and to acquire the means to gain a knowledge of the process of production and how to transform it. The experience of trade union organization is evidence of the interest workers take in new educational activities. The investigations, the fresh thinking on educational matters among the workers seem to spring from the conditions of employment, and the aim of worker training, of which vocational training is but one aspect, is to improve the quality of life. The importance of as wide an initial training as possible and the rôle of adult education in our changing societies was emphasized.

46. The extension of the function of education has, in a number of countries, already led to the development of modular systems for training educators in industry, the public service and voluntary work. As well as training those who are going to teach full time, teacher-training establishments should provide short courses for this type of part-time educator. The range of such establishments should be sufficiently wide for students to be able to choose from a variety of curricula and to change their course if they so desire without having to comply with artificial requirements. They should also be able to interrupt their studies for some weeks or months with the assurance that they can resume them at a later date, and they should be encouraged to continue their training outside the training establishment in a variety of occupational contexts such as a theatre, library or hospital. Training establishments should not try to make distinctions among students or to classify them in ways which are not relevant to the learning process proper. The whole community would play a part in working out study programmes and training methods. Parents, teachers and pupils would decide together what should be included in the curricula and what type of experience the students should acquire. The arbitrary nature of unilateral decisions would be replaced by a permanent process of defining objectives and assessing needs. Every member of the community who is capable of assisting in the educative process would be allowed to do so.

47. The concept of life-long education implies a radical transformation of curricula through the preparation of an integral curriculum which, going beyond the idea of education as the mere accumulation of knowledge, would take account of man in all his dimensions and of all the needs of society.

48. The implementation of a life-long education policy also calls for a methodology which will make it possible for education to be truly liberating as opposed to methods which produce docile minds, stress being laid on the critical perception of reality and on the establishment of a fruitful dialogue which makes an unalienated understanding of the world possible, outside the limits of a cultural heritage, whether native or imposed. The mass media are to be considered as a means of social communication. They are thus the educational media par excellence since, through their direct and indirect action, they are always shaping patterns of behaviour.

49. Methods must concentrate on the inculcation of attitudes which will enable all members of the community to consider themselves both as permanent teachers and as permanent pupils, much more than on the transmission of knowledge. It is vital to understand the rôle of formal education in the shaping of the individual habits and attitudes necessary if a person is to benefit in any real

way from the educational action of the environment. Methods must be based on educative interaction and make use of all the educational resources of the community. Educational horizontality with its two-way flows must be considered as always possible. Where education is concerned, the relation between two individuals must always correspond to the teacher/taught pattern. Dialogue is a vital part of education that liberates. There should be no "insular" pupils. Life-long education should first and foremost facilitate all forms of group self-education.

50. The mobilization of all resources is an invitation to considerable educational creativity. The wastage of industrial society is unacceptable in countries with limited resources. In exceptional times (struggle for independence, resistance to foreigners, revolution, etc.) the educative society seems to come into being. Everyone is engaged in the educational enterprise, which is closely linked to the attainment of the objectives that the oppressed people have set themselves in order to gain independence at all levels. The attainment of these objectives, however, frequently crystallizes the educational experience as commitment ceases to be the collective venture of the whole nation.

Ways and means must be found of expressing and using the potential for education which is present in everyone. The use of all sources of information and training is the first thing to be analysed in planning, administration and training activities. The experience of Japan and Peru is important in this connexion. In Japan, every educational opportunity is used in the education of the community, and neither the most modest nor the most powerful opportunities (local television) are neglected. In Peru, the use of popular cultural traditions for educational purposes is another example of this use of educational opportunities.

Seen in this light, education embraces all human resources, and the problems of the relationship between school and out-of-school education is not limited to educational matters. It is not so much a question of enlarging the out-of-school sector but of making all school and out-of-school structures provide opportunities for life-long education, and using all other opportunities which do not necessarily come under the heading of education (restoration of educational imagination to every individual).

## VI. SOME SUGGESTIONS FOR FUTURE RESEARCH

51. An international consensus seems to have been reached today on the broad theoretical bases of the concept of life-long education. These were outlined in Chapter II. Many political régimes, institutions and groups refer to them. Nevertheless, it is obviously possible that the application of this concept will lead to widely differing results depending on the strategies adopted and on the political, economic and social contexts in which these strategies are employed.

Because of the philosophical nature of the concept and its <u>all-embracing character</u> its impact cannot be evaluated from a sectional point of view. It is a qualitative transformation of the whole of the educational system, and not merely a quantitative increase or a series of partial improvements to systems.

For this reason, research into life-long education must be principally directed towards understanding the political and social phenomena which can bring about the transformation of educational systems and enable them to be transcended.

52. The specific aims of research into life-long education imply that it should have certain particular characteristics. The fact that man is a pluridimensional being gives rise to the need for interdisciplinary research and for co-operation between structures in the field of life-long education. Interdisciplinary research prevents us from being unidimensional in the analysis of needs and motivations. The struggle against social, economic, racial and cultural discrimination (and the analysis of its causes) among ethnic groups, peoples, social classes and generations was seen as one aspect of educational research and activity.

Since no educational system today can be said to have fully realized the ideal of life-long education, research must be of a comparative nature, permitting the discovery of certain parameters of a strategy to transform existing systems.

It seems vital to consider what unofficial research has to offer. People's universities, cultural centres and trade unions are places where experiments are carried out; they could be given encouragement and financial support to enable them to scrutinize their own activity more deeply.

It is against this background that the following research themes are suggested:

53. Relations between education and culture (to be understood in the anthropological sense of the term, as the sum total of the intellectual and social standards of a given human group) by reference to the cultural disparities due to ethnic origin, social group, age-group, etc.

54. Study of the interactions between the <u>educational structures</u> and the overall social <u>systems</u> within which they operate.

55. Study of the relations and interactions between <u>school systems</u> and all <u>forms of out-of-school education</u>. The latter must be understood in the widest sense of the term (adult education, literacy work, cultural activities, press, radio, television, training offered by trade unions and citizens' committees, etc.). It is important to analyse the impact that external innovations have on systems.

56. Critical analysis and evaluation of experiments in the <u>decentralization</u> of educational <u>decision-making</u> (whether national or regional experience or local action concerned with specific questions).

57. Critical analysis and evaluation of experience of self-management in educational planning (micro-planning).

58. Inventory and study of all <u>non-financial resources</u> which, in various economic and social contexts, may be used to meet educational needs.

59. Study of the <u>tools</u> made available to education by technological progress, in particular, the mass media. The impact of these tools must be evaluated in the light of the fundamental objectives of life-long education - the development of creativeness, responsibility and self-determination.

60. Study of <u>reasons for wanting education</u>. This means analysing the demand for education with reference to the social and economic needs of individuals in their daily lives. From this point of view, it would be useful to make a study in depth of those people who have opted out of the school system or have been rejected by it.

ANNEX I

Approved Programme and Budget for 1971-1972, paragraph 1084

An interdisciplinary symposium (Category VIII) will be organized in 1971 to assess the progress made in 1970, through the activities of the International Education Year, towards a clearer understanding of life-long education and the application of consequent reforms. The symposium will be invited also to identify problems that remain for further study and experimentation. The report of this symposium will be published. (Regular programme: $48,100.)

ANNEXE II

## 1. Liste des participants/List of Participants

| | |
|---|---|
| M. Paul Belanger | Institut canadien d'éducation des adultes<br>506 est, rue Sainte-Catherine<br>800 Montreal 132<br>Canada |
| M. Ivan Colovic | NIP "Duga"<br>Vlajkoviceva 8<br>11000 Belgrade<br>Yougoslavie |
| Prof. M.V. Mathur | Director,<br>Asian Institute of Educational Planning and Administration<br>Indraprastha Estate<br>New Delhi-1<br>India |
| Rev. Fr. Daniel Mbunda | Ministry of National Education<br>Directorate of Adult Education<br>P.O. Box 9182<br>Dar-es-Salaam<br>United Republic of Tanzania |
| M. Kazufusa Moro-Oka | Social Education Supervisor<br>Ministry of Education<br>3-2-2 Kasumigaseki<br>Chiyoda-Ku<br>100 Tokyo<br>Japan |
| M. Edgardo Pando | Director-General,<br>Instituto Nacional de Teleducación INTE<br>Ministerio de Educación-Piso 19<br>Lima<br>Pérou |
| M. Omar Skander | Directeur du Centre national d'enseignement généralisé<br>B.P. n° 99<br>Alger-Bourse<br>République algérienne démocratique et populaire |

| | |
|---|---|
| M. Bogdan Suchodolski | Professeur de pédagogie<br>Université de Varsovie<br>Smiala 63 a<br>Varsovie 77<br>Pologne |
| M. Tomás Tapanes | 2ndo Jefe del Vice-Ministerio de<br>Educación de Adultos<br>La Habana<br>Cuba |
| Madame Ingelise Uöjus | Department of Extra-Mural Education<br>University of Oslo<br>Oslo 3<br>Norvège |
| Prof. E.A.O.G. Wedell | Adult Education Department<br>The University<br>Manchester 13<br>England |

Le participant suivant n'a pu assister au Colloque / The following participant at the Symposium was unable to be present :

| | |
|---|---|
| M. Raymond Vatier | Directeur délégué à l'orientation<br>et à la formation continue<br>Ministère de l'éducation nationale<br>110, rue de Grenelle<br>75007 Paris |

## 2. Liste des observateurs/ List of Observers

### Organisations du système des Nations Unies/ Organizations of the United Nations system

| | |
|---|---|
| International Labour Organisation<br>Organisation internationale du travail | M. H. Quednau |

### Organisations intergouvernementales/Intergovernmental organizations

| | |
|---|---|
| Council of Europe/Conseil de l'Europe | M. Herbert Jocher |
| Organisation for Economic Co-operation and Development<br>Organisation de coopération et de développement économiques | M. Jarl Bengtsson |

### Organisations internationales non gouvernementales en relation de consultation avec l'Unesco/ International non-governmental organizations in consultative relationship with Unesco

| | |
|---|---|
| International Association of Universities<br>Association internationale des universités | M. G. Daillant |
| International Confederation of Free Trade Unions<br>Confédération internationale des syndicats libres | Mlle A. Camusel |
| World Confederation of Labour<br>Confédération mondiale du travail | Mme S. Troisgros |
| World Confederation of Organizations of the Teaching Profession<br>Confédération mondiale des organisations de la profession enseignante | M. J. Daubard |
| World Federation of Teacher's Unions<br>Fédération internationale syndicale de l'enseignement | M. P. Hostalier |
| World Federation of Trade Unions<br>Fédération syndicale mondiale | M. M. Gastaud<br>Mlle J. Lévy |

### Others/Autres

| | |
|---|---|
| Unesco Institute for Education<br>Institut de l'Unesco pour l'éducation | Dr R.H. Dave |

### Unesco representatives/ Représentants de l'Unesco

M. A-M. M'Bow, Assistant Director-General for Education
M. J. Knapp, Director, Department for the Advancement of Education
M. R. Ochs, Chief, Division of Comparative Education
M. E. Gelpi, Chief, Life-Long Education Section

M. J. Ryan, International Institute for Educational Planning/Institut international pour la planification de l'éducation

## ANNEX III

### Statement by the Assistant Director-General for Education

Ladies and Gentlemen,

On behalf of the Director-General and on my own behalf, I have pleasure in inaugurating the Interdisciplinary Symposium on Life-Long Education, in which you will be engaged for a week, and in welcoming you to Unesco Headquarters. I welcome you cordially, and I should like to thank you for consenting to give us your valuable assistance despite your various obligations.

I also extend a very warm greeting to the representatives of the agencies of the United Nations system and other intergovernmental organizations, as well as to the observers from international non-governmental organizations, whose presence is evidence of the importance which their organizations attach to life-long education and to your deliberations.

The Director-General and I attach great importance to this meeting. As you know, life-long education is one of Unesco's major concerns, and it is becoming more and more apparent that this concept, the significance of which is being increasingly realized in the various countries as was recently demonstrated yet again by the work of the Third International Conference on Adult Education in Tokyo, can provide the foundations for that indispensable redirection of educational systems which will enable them to meet the new needs of society more effectively. By integrating the various educational activities so as to satisfy both individual aspirations and the requirements of development, life-long education appears to provide the constituents of a solution to the new problems which education has to solve in our day. It is therefore the working hypothesis that provides the basis for the proposals contained in the short- and medium-term draft programme and budget, which will be submitted in a few weeks to the General Conference of Unesco.

Life-long education, as it appears in these documents, is not a particular form of education or a specific activity, but a conceptual basis for the guiding principle to be followed in the renewal of education as a whole, the need for which is becoming increasingly evident in a great many countries. In addition, life-long education is seen to be the condition which enables the right to education to be exercised, inasmuch as this right includes both the availability of education to all those who have been completely or partially deprived of it and the adaptation of the education provided to the nature and needs of the individual according to his interests and commitments at the various stages of his life. This idea, which lies behind the proposals relating to Unesco's educational activity that the Director-General will submit to the General Conference in a few weeks' time, is entirely consonant with the conclusions which the International Commission on the Development of Education, after a year's work under the chairmanship of Mr. Edgar Faure, has just formulated in its recently published report "Learning To Be". The eminent members of the Commission, the Director-General and I are convinced that the principle of a real reform of education and the solution to the problems involved must be sought in all-embracing, continuous education.

The General Conference, moreover, at its sixteenth session realized the need for action along these lines when it approved Unesco's programme for 1971-1972, in particular the holding of an Interdisciplinary Symposium whose terms of reference were laid down as follows: "An interdisciplinary symposium... will be organized... to assess the progress made in 1970, through the activities of the International Education Year, towards a clearer understanding of life-long education and the application of consequent reforms. The symposium will be invited also to identify problems that remain for further study and experimentation. The report of this symposium will be published".

The definition by the General Conference at its sixteenth session of the terms of reference of the Symposium which brings you together today was thus a turning point for life-long education. For the first time, it was clear that the idea of life-long education was widely understood and accepted and that the hesitation previously shown by certain Member States, sometimes due to misunderstandings, had largely given way to clear-sighted acceptance.

The efforts of the Secretariat, those of Mr. Paul Lengrand in particular, and of other institutions to define and clarify the idea of life-long education had thus borne fruit. It was also obvious, however, that while the General Conference was in agreement with the idea of life-long education and the general principles it implies, it expected the Secretariat to define more clearly its practical significance and indeed to assist Member States to begin putting the idea into practice.

The delegates on that occasion identified a number of specific problems which governments may meet in trying to set their national education systems moving in the direction of life-long education.

We have every hope that the Symposium which has brought you together will contribute to the elucidation of some of these problems and so assist Unesco to carry out the task assigned to it by the General Conference. This task, as we are fully aware, calls both for an interdisciplinary approach and for the integration of the wide variety of experiments carried out throughout the world.

Owing to the differences between your countries and the nature of your concerns and responsibilities, the standpoints from which you have studied and solved the problems of life-long education undoubtedly differ widely from each other.

In addition, although part of your career has been taken up with important research and theoretical work, you have all of you given a good deal of your time to educational practice in its various forms. This means that the fruit of your experience as research workers, educators and administrators can be an invaluable contribution to the identification, clarification and solution of the problems posed by the transition from the present educational system to life-long education, and to the definition of the steps to be taken to that end.

We asked you to provide us with written contributions so as to enable the meeting to profit to the full from your experience. There was, unfortunately, insufficient time to circulate these contributions to the participants as early as we should have wished, but they will be reproduced or complemented in the form of oral statements which will provide information about activities and approaches of an original nature.

We feel that after this first part of the debate it may be possible to identify the major problems and begin to solve them, and that this may lead on to a broadly-based exchange of views. The meeting could then examine ways and means of developing life-long education, by defining the various kinds of action that need to be taken. This is the course which I suggest your work should follow.

There is no need for me to stress that at a meeting of this kind, to which you are invited in a personal capacity, you have complete freedom both in the conduct of your discussions and in the formulation of your points of view.

The main thing is that these should be inspired not only by a common desire to communicate but also by the desire to find a common language so as to arrive at precise conclusions after an objective analysis of the problem has been made. You will thus assist the Secretariat and, through it, Member States and the international community, to put into practice the rich and fertile idea of an education which will ensure the full development of man, with all his many aspirations and commitments, throughout his life. On behalf of the Director-General and on my own behalf, I wish you every success in your work.

ERIC Clearinghouse
AUG 14 1973
on Adult Education